




INDIANA
ADULT EDUCATION



Preparing English Learners for Work & Career Pathways

Agents of Change Adult Education Conference

French Lick Springs Hotel

April 27, 2016

Agenda

1. **Intro to ESL-Pro**
2. ELLs: Numbers and Needs
3. Creating Pathways for ELLs
4. The Resources

Introduction to ESL-Pro

Why are we doing this?

- WIOA Title II Sec. 202. **Purpose.**
- WIOA Title II Sec. 203. Definitions. (6)
ENGLISH LANGUAGE ACQUISITION PROGRAM

Introduction to ESL-Pro

Indiana is already Preparing ELLs for Career Pathways by:

- Career goal setting in orientation
- ICE
- ICA Curriculum Guide

Introduction to ESL-Pro

Where are we now?

- Professional Development Module Online Course
- Issue Brief
- Companion Learning Resource (Digital Magazine)

Subject Matter Expert (SME)



Heide Spruck Wrigley

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Agenda

1. Intro to ESL-Pro
- 2. ELLs: Numbers and Needs**
3. Creating Pathways for ELLs
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National Numbers and Needs

- 62% of foreign born residents over the age of 16 are working
- 16.5% of all foreign born residents over the age of 25 have at least a bachelor's degree
- 30% of all foreign born residents over the age of 25 have less than a HS degree

U.S. Census Bureau. (2010-2014). *American Community Survey*.

Indiana Numbers and Needs

- 61.3% of all foreign born residents over the age of 16 are employed
- 15% of all foreign born residents over the age of 25 have at least a bachelor's degree
- 30.7% of all foreign born residents over the age of 25 have less than a HS degree

U.S. Census Bureau. (2010-2014). *American Community Survey*.

Indiana & National Numbers

	National	Indiana
Foreign-born Employed (16 years+)	62%	61.3%
Foreign-born BA or higher (25 years+)	16.5%	15%
Foreign-born No H/S diploma or equivalent (25 years+)	30%	30.7%

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Career Pathways for ELLs

Definition: Career Pathway

A **combination** of rigorous and high-quality **education, training,** and other **services** that—

(A) **aligns** with the skill needs of **industries** in the economy of the State or regional economy involved;

(B) **prepares** an individual to be successful in any of a full range of **secondary** or **postsecondary** education options, including apprenticeships;

(C) includes **counseling** to support an individual in achieving the individual's **education** and **career goals**;

WIOA Section 3 (7)

Career Pathways for ELLs

- English Language Acquisition (ELA) **instruction** plays a key role
 - Instruction contextualized to careers
 - Transition from ELA to Bridge Programs
 - Integrated education and training

Career Pathways for ELLs

Criteria for Quality Local/Regional Career Pathway Systems:

1. Commit to a Shared Vision and Strategy
2. Engage Employers and Integrate Sector Strategy Principles
3. Collaborate to Make Resources Available
4. Implement Supportive Local/Regional Policies
5. Use Data and Shared Measures
6. Implement and Integrate Evidence-Based Practices and Processes

Career Pathways for ELLs

Essential **functions** in quality career pathways and programs include:

1. Participant-focused education and training;
2. Consistent and non-duplicative assessments of participants' education, skills, and assets/needs;
3. Support services and career navigation assistance to facilitate transitions; and
4. Employment services and work experiences.

Agenda

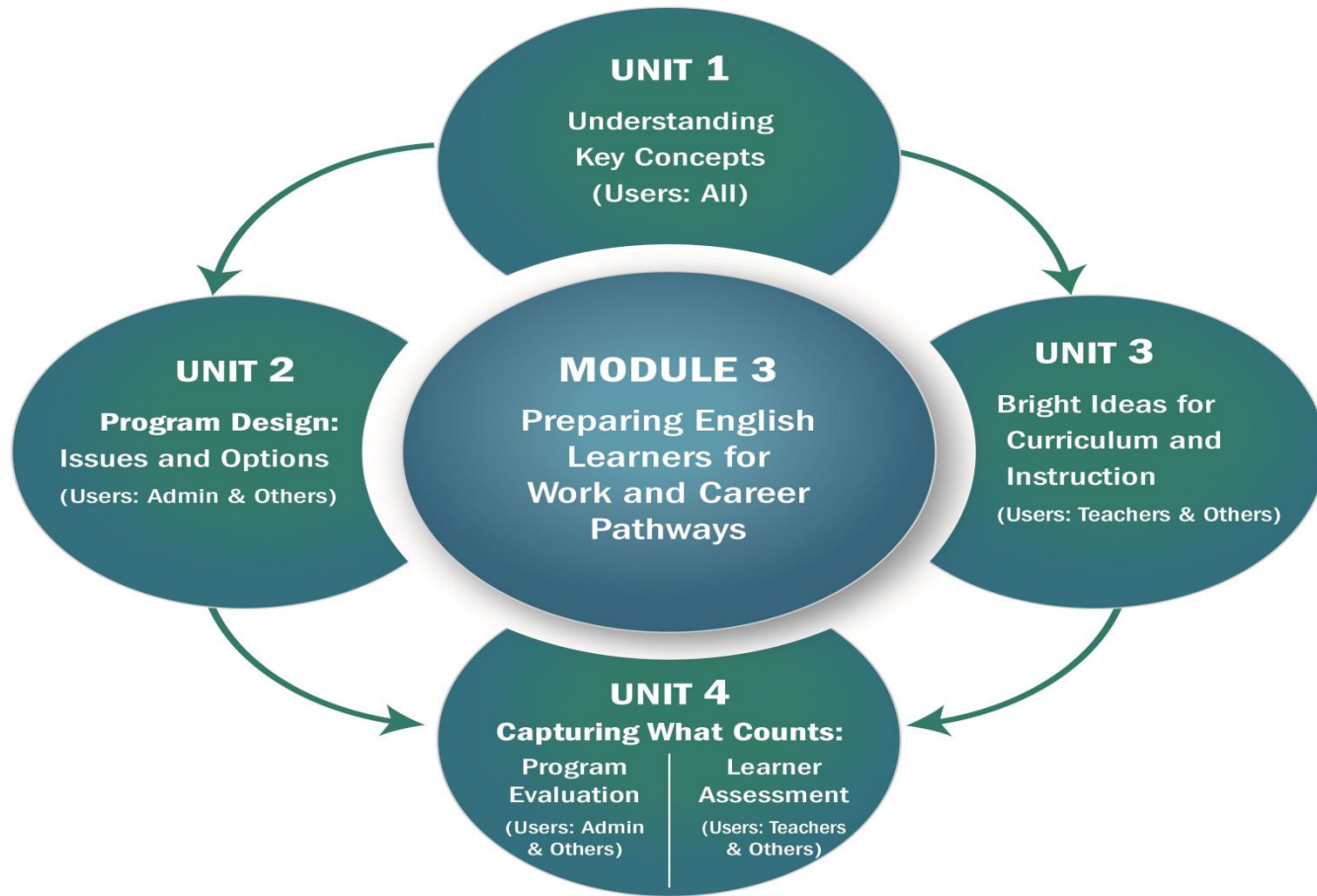
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Resources from ESL-Pro

LINCS:

- Professional Development Module Online Course
- Issue Brief
- Companion Learning Resource (Digital Magazine)

Online Course



LINCS Brief



Preparing English Learners for Work and Career Pathways



This Brief

Introduction: Responding to a Changing World 1

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https://lincs.ed.gov/sites/default/files/ELL_Context_Instruction_508.pdf

LINCS Brief

Key Considerations


ELLs often have dual needs: the need for English instruction and the need for occupational skills training. Yet, traditionally, the training and education systems have worked in silos, making it difficult for providers to offer services that address the multiple skill demands of modern society (Parrish & Johnson, 2010). These include oral and written communication skills along with the occupational skills and credentials valued by employers. They may include marketable skills certificates as well as noncredit and credit certificates in areas related to health, information technologies, or manufacturing. ELLs also need the work-readiness skills necessary to obtain and retain employment and advance to jobs beyond the entry level. But basic skills and technical knowledge may not be enough for today's world: Employers have also consistently stressed the need for soft skills—skills often used in team participation, problem solving, and decision making (U.S. Department of Labor, n.d.). Several websites offer excellent suggestions on how to prepare students for work, including the U.S. Department of Education's site outlining an Employability Framework (<http://cte.ed.gov/employabilityskills>).

Needs of English Learners

The United States is home to more than 25.3 million individuals with limited English proficiency, including both foreign-born and U.S.-born individuals (Whatley & Batalova, 2013). The pressing need to move beyond life skills-oriented ESL instruction is felt quite keenly by ELA program² administrators and instructors, who are aware that the majority of ELLs are far from earning the middle-class wages envisioned in the Ready to Work report (Biden, 2014); instead, many are employed in entry-level, low-wage jobs. This is true not only of low-skilled immigrants with little education but also for immigrants and refugees with professional degrees, who tend to be underemployed as well (Spence, 2010; Wilson, 2014). Both groups are employed at a higher rate than U.S.-born adults but are overrepresented in the low-wage workforce (Capps, Fix, & Lin, 2010).


Given the pressures to find work and support a family, few learners new to English have the time or resources to persist through a sequential ELA program that moves them from the beginning to the advanced levels of English proficiency required for certificate training in high-demand jobs in fields (McHugh, 2014; Wrigley, 2009). Concerned about these realities, President Obama's administration (White House.


Companion Learning Resource (Digital Magazine)



Preparing English Learners FOR WORK AND CAREER PATHWAYS

Companion Learning Resource





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https://lincs.ed.gov/sites/default/files/Deliv3K_LINC_SESL_CLR1_508.pdf

Companion Learning Resource (Digital Magazine)

FIVE APPROACHES TO CONTEXTUALIZED ENGLISH LANGUAGE INSTRUCTION

The following lists the five basic approaches to contextualized English language instruction:



Contextualized ELA classes



Bridge courses



Concurrent ELA and career training courses



I-BEST classes

SITE

Work-based ELA classes

Each of these focuses on developing learners' English language proficiency in the context of career awareness, employment, and/or skills training. The descriptions below include links to instructional materials or a video for a closer look at each learning environment. For more detailed descriptions and a step-by-step process for selecting and implementing an approach that best fits your setting, see **Preparing English Learners for Work and Career Pathways: Professional Development Module.**

https://lincs.ed.gov/sites/default/files/Deliv3K_LINCSESL_CLR1_508.pdf

Companion Learning Resource (Digital Magazine)

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High Beginning – Low Intermediate

More on Contextualized Curricula

Contextualized Custodial ELA
Manufacturing Curriculum
Integrating Career Awareness
Career Foundations Curriculum
Health Bridges
ESL for Trades

Toolkits

TCALL—Contextualizing Instruction
Creating a Successful Bridge Program: A “How To” Guide
The Breaking Through Contextualization Toolkit

Skill and Interest Inventories

City College of San Francisco
Occupational Interest Survey



Resources from ESL-Pro

ELA Career Pathways Ambassador Training

- Taking place May 2016
- Open to online course completers as a leadership opportunity
- Creating local plans to share/spread ESL Pro TA to others
- Look for local training in your area coming soon!

Resources from ESL-Pro

Quick Guide for Training Partners:

- Helps technical trainers better work with ELLs in their classes
- Offers practical considerations and tips
- Being developed by Heide Spruck Wrigley (SME)
- Available in August 2016 or earlier

Questions?

Are there any questions about:

1. Intro to ESL-Pro
2. ELLs: Numbers and Needs
3. Creating Pathways for ELLs
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